Abstract

This article analyzes the social construction of self-esteem and its relations to school failure from the socio-historical perspective. According to Vigotski’s studies it is impossible to ascribe the concept that the individual makes of her/himself to natural human attributes existing from the day of her/his birth. The understanding of the human being is grounded on an analysis of man as a concrete, social, historical and cultural being who constructs her/his humanity in the interaction with other people. The psychological processes are not given, but acquired. We present a critical analysis of the theoretical models that consider self-esteem as a closed concept in itself. This analysis of self-esteem within the school context is fundamental when one wants to demystify some concepts in school relations.

Keywords

Academic failure, Conscience, Self-esteem.